

Progress monitoring inspection report

9 December 2025

Queen Elizabeth Grammar School

154 Northgate
Wakefield
West Yorkshire
WF1 3QX

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and (b)

1. Leaders ensure that a suitable safeguarding policy is implemented effectively. Staff, including school leaders, are appropriately trained. This is achieved through annual training led by the local authority, which helps ensure that staff are aware of local thresholds and any contextual safeguarding matters. Key training sessions are recorded so that any staff member who misses a session can follow up in a timely manner. This training is supplemented through regular updates by school leaders and through supplementary online modules. Recent safeguarding training has also focused on the importance of monitoring and recording attendance, in line with statutory guidance. Leaders have recently extended safeguarding training for those who are trained at a higher level. This includes all key members of the pastoral team. As a result, staff can more readily share any concerns that they might have to support pupils' safety and wellbeing.
2. Leaders have fully implemented the school's action plan following the previous inspection. Regular review and monitoring of attendance are undertaken effectively. Pastoral leaders focus on pupils' attendance during their regular meetings. The attendance champion actively promotes positive attendance by working meticulously across the foundation. The systems in place allow leaders to identify when any pupil falls below attendance thresholds. These are then reported to the local authority to ensure statutory guidance is followed. Leaders are proactive in providing support for pupils and families when pupils are at risk of poor attendance.
3. Staff understand the importance of reporting concerns that they may have about the conduct of any members of staff. Leaders keep a detailed record of low-level concerns that are raised. Staff know what they need to do to follow the whistleblowing procedures. They understand the importance of escalating any concerns they have to ensure pupils' wellbeing. Staff pay appropriate attention to the school's code of conduct. They understand that it is there to keep pupils and themselves safe and to promote high levels of professional conduct.
4. Leaders establish effective links with their safeguarding partners. This includes the police, medical professionals and local authority children's services, as required. Leaders act in the best interest of the pupils. Leaders maintain detailed records of any safeguarding matters. They follow up any concerns promptly.
5. Leaders initiate a comprehensive approach to keeping pupils safe when they are working online. There are appropriate filtering mechanisms in place. This reduces the risk of pupils accessing inappropriate content from the internet. Internet usage is monitored carefully. Alerts are in place to inform safeguarding leaders and the local police when there are inappropriate internet searches. Leaders use data from their monitoring systems to plan modules in personal, social, health and economic education (PSHE). For example, to teach pupils about building positive relationships.
6. Pupils feel safe in school. They are able to speak to a range of adults should they have any worries or concerns. These include the form tutors, heads of year and heads of section, safeguarding leads, nurses and counsellors. Pupils are confident that any worries they have will be followed up in a timely manner by trusted adults in school.

7. Governors have effective oversight of the safeguarding arrangements. Governors and school leaders work closely together. They hold regular meetings to discuss safeguarding matters. Governors provide suitable support and challenge to ensure that the arrangements to safeguard pupils and promote their wellbeing are robust. Regular reports are submitted to governors by school leads. These reports also include details regarding pupil attendance.
8. The school meets the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

9. Leaders make the safeguarding policy available to parents and others on the school website.
10. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), (b) and (c), 34(2)

11. Leaders have increased their knowledge and skills since the previous inspection. They apply their improved knowledge and skills to ensure that statutory guidance in relation to pupil attendance is followed carefully, which ensures the wellbeing of pupils.
12. Leaders promote a positive culture of safeguarding. Safeguarding arrangements are secure with effective oversight from leaders at all levels.
13. The school meets the Standards.

School details

School	Queen Elizabeth Grammar School
Department for Education number	384/6115
Registered charity number	1088415
Address	Queen Elizabeth Grammar School 154 Northgate Wakefield West Yorkshire WF1 3QX
Phone number	01924 373943
Email address	qsoffice@wgsf.net
Website	www.wgsf.org.uk/qegs/
Proprietor	Wakefield Grammar School Foundation
Chair	Mr Martin Shevill
Headteacher	Dr Richard Brookes
Age range	7 to 18
Number of pupils	668
Date of previous inspection	29 April to 1 May 2025

Information about the school

14. Wakefield Grammar School is a day school. It is registered as a school for male pupils. It is located close to the centre of the city of Wakefield.
15. The school has identified 158 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
16. The school has identified 107 pupils who speak English as an additional language.
17. The school states that its aims are to combine the values of 'care, contribute, aspire' with a forward-thinking approach in a down-to-earth school which prepares its pupils to take their place in the modern world. The school also aims to foster a sense of intellectual curiosity and provides opportunities for self-expression and the development of self-confidence to ensure that each pupil achieves his full potential, whether his strengths lie in the academic, music, drama, sports or any other arena.

Purpose of the progress monitoring inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the Department for Education. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection dates	9 December 2025
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18. One reporting inspector visited the school for one day.

19. Inspection activities included

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with the chair of governors and a member of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit www.isi.net.

Independent Schools Inspectorate

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